**Lesson Plan Format**

**“3 - Migration”**

**Teacher Candidate \_\_\_Timothy Winans\_\_\_\_ Grade Level\_\_5th grade\_\_\_\_ Date of lesson\_\_12/09/11**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

DoDEA Learning Standards:

Standards also address Mini-Lessons and added curriculums during the day outside of this particular lesson plan.

5E1a: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as

well as context clues (the meaning of the text around a word), to

determine the meaning of specialized vocabulary and to understand the

precise meaning of grade-level-appropriate words.

5E1b: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. At

Grade 5, In addition to regular classroom reading, students read a

variety of nonfiction, such as biographies, books in many different

subject areas, magazines and periodicals, reference and technical

materials, and online information

5E2a.3: Write informational pieces with multiple paragraphs that present important

ideas or events in sequence or in chronological order; provide details and

transitions to link paragraphs; and offer a concluding paragraph that

summarizes important ideas and details.

5E2a.7: Create simple documents using a computer and employing organizational

features, such as passwords, entry and pull-down menus, word searches,

the thesaurus, and spell checks.

5SSK7: Students pose relevant questions about events they encounter in

historical documents, eyewitness accounts, oral histories, letters,

diaries, artifacts, photographs, maps, artworks, and architecture.

5E3b.3: Deliver informative presentations about an important idea, issue, or event by

the following means: frame questions to direct the investigation; establish a

controlling idea or topic; and develop the topic with simple facts, details,

examples, and explanations.

5SSK11: Students identify and interpret the multiple causes and effects of historical

events.

5E3a.2: Interpret a speaker’s verbal and nonverbal messages, purposes, and

perspectives.

5.M.1a: identify verbally and in writing the place value for each digit in

decimals through millionths;

Example: Write the number 287.426271 in words.

5.M.1m: use estimation strategies for the results of computations involving

whole numbers, fractions with denominators of 12 or less, and

decimals through millionths.

5.M.5b: select and use a graph that is appropriate for the type of data to be

Displayed.

Standard: 5Sa: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and

mathematical thinking necessary to conduct a controlled scientific

investigation.

**Unit Goal**: Students will study migration in an inter-disciplinary unit. They will be able to identify and take actions on issues relating to human migration, immigration, and or refugees and present an “oral history presentation” to another classroom as a closure to this unit. Students will discuss migration in the early United States and work towards present time immigration. They will be evaluating this new expository information by drawing conclusions and making judgments on what they have read. The overarching goal of the lesson is to get students thinking about the experience people had from migration in historical times and compare it to relationships of immigration of the present day and answer the “Why did people migrate question.”

**Lesson Goal/ Key Knowledge and skills gained:** Students will pull all researched data into a well organized “Oral History Project” to present to the class across the hall in an open house forum; family, friends other teachers etc.. This project took the whole week to perfect and extra time was included for one-on-one mini assessments (with the teacher) to better their oral history narratives. The students used either a narrative or power point to project their final assignment. For planning purposes, the students “first” gave their oral history to each other and gained feedback from the opposite student during class time. The mini lessons touch on science and math through projects explained in detail in each lesson plan.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students know of the ideas and reasons as to why people have migrated both in the past and present. Also learned are research, interview tactics and delivery of their presentations. They understand that to gather data (research data, they must also organize it so that they can use it in their oral history presentation).

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Mini Lessons 1 (Math)

1. Students will calculate the interest on a loan based on a percentage rate.
2. Students will explore different types of interest rates.
3. Students will investigate the history of interest charges on borrowed money.
4. Students will relate what they learn about interest rates on a loan to the cost over a ten-year period.

Mini Lesson 2 (Science)

* Students will explore the production of sound through vibrations.
* Students will investigate how sound travels through different media.
* Students will experiment with changing the pitch of sound.
* Students will explore how sound is measured.
* Students will explore different decibel levels.

**Presentation**: Oral History Presentation: Students will be able to prepare and present an oral history presentation to another class, family members and other teachers.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

A rubric will be created by the students on what constitutes a great oral history presentation. After the rubric is created it will be passed out to all of the students and they will grade themselves on how well they thought they did (afterwards) the class will as a whole let the students know what they thought using the same rubric but on an overhead projected out so that everyone can respond by raising their hands. If the students agree, they will be recorded and the recorded oral history presentations will be shown to the class (this will be fun and be a great hook).

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Video cameras (20 each) donated
* Computers with internet sites already tabbed (websites)
* Art work
* Smart board
* Pens and paper
* Water containers and water
* Microphone and small speakers (if needed)

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Inquiry Based/ / Direct Instruction:** This lesson plan will be an introduction phase of the Inquiry process. Students must learn to ask questions from their peer sources; know if the information is accurate through follow-up researched data. Students must adhere to good note taking antics and in turn will absorb and learn about the reason “why” their families migrate to North America as well as “why” all people who migrated to America did so. Students will make assumptions, choose their own questions and decide the meaning of “why” people migrate and then search for ideas from researched data to gain a better insight. I will directly instruct the students on proper interviewing, proper research instruction conducting techniques. I will model to them first and then teach the specific skills in the interview, research and gathering resources to use them in a presentation. This will be an (on-going process). Questions will also be addressed and mini lessons taught on Math and Science.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

The initiation to this lesson will start by using the smart board and computer and going to a particular web site called: <http://www.myimmigrationstory.com/>

There is a special story that we will all read together by various students taking a paragraph and reading it while the other students look on or follow “silently” as the story is read. The story that we will read is called: [Who issued Green Cards to the Pilgrims?](http://raulramosysanchez.blogspot.com/2011/11/who-issued-green-cards-to-pilgrims.html) This is a very short story authored by Raul Ramos y Sanchez.

\*\* We will next turn to individual true stories and discuss the reasons why immigration problems exist and the (not so nice aspects of immigration) – If it gets to controversial, I will intervene and guide my students in the right direction.

**My cousin was brought here when she was 4. At 23, she was a bright young woman with her future ahead. Earlier this year ICE told her in order to get her papers she must return to Mexico. She died last weekend in Mexico and is being buried today. She was to be gone a few months, now she is gone forever. Her American Dream, one of many, to be an airplane mechanic.  
Boyle Heights, CA**

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* I will use the past KWL questions generated and add onto these by the mini lessons given (listed below). The questions will grow after the mini lessons and prior to the presentations actually taking place; the questions will come first. I will then ask the students “how” they will go about finding the answers to their questions through oral questioning from family or friends of the family and researched sources. What constitutes a great oral history presentation? The students will create their own rubric to answer the questions.
* I will ask many questions that we have discussed throughout the week such as:

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|  | What are some valid benchmarks that indicate whether an immigrant has assimilated into American society? Why do these particular benchmarks signify assimilation? Of course I will explain the new vocabulary word assimilation. Below are more sample questions but what I really want is for the STUDENTS to create their own questions as I guide them along.  Immigrants were presumably more welcome in the United States 100 years ago when there was a wilderness to be populated and a need for cheap labor. What arguments can be made for why immigrants should be welcome in the United States today? |

Immigration laws became much more restrictive in the 1920s. Evaluate global and national

affairs and the economy of that time. Develop a hypothesis about the reasons that Congress

believed it was in the national interest to close the door on immigration at that time in history.

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| Expanded Mini Lesson 1: Math |
| **Loan Interest Rates**  The depression of the 1930s impacted many individuals. Jobs were lost, banks failures increased, savings were lost, and people could not meet rent or mortgage payments. Many farm families had to rent their land or risk losing it all together if they could not pay the interest on their land loans.  Banks had made loans to a large number of people who could not repay what they owed. The money at some banks was gone due in part to the fact the banks tried to pay the depositors who wanted to withdraw their deposits. The lesson learned led to the development of the Federal Deposit Insurance Corporation, which now insures the money we deposit up to a maximum amount.  Interest is the price paid to banks (lenders) for the use of their money. Interest is figured as a percentage of the amount borrowed. Example: An individual goes to a bank and is charged 8% interest would pay $8.00 a year in interest for every $100.00 of the loan. Banks make money by paying a depositor a lower interest rate than rate to those getting a loan. The depositor receives money from the bank while the borrower pays the bank money and the bank gets to keep the difference to make a profit from the loan.  The most common types of interest are:  (1) Simple (2) Compound (3) Discount  Simple interest is paid on the amount of money borrowed (principal). A person who borrows $1,000.00 for a year at 10% interest rate would pay $100.00; 10% of $1000.00 = $100.00.  Compound interest is calculated on the amount borrowed (principal) and the accumulated interest. Using the above amount for a $1,000.00 loan the borrower would pay $110.00 interest or 10% of $1,100.00; $1,000.00 + $100.00 = $1,100.00 and 10% of $1,100.00 = $110.00.  Discount interest on a loan is subtracted from the $1,000.00 loan (principal) before the borrower receives the money. $1,000.00 - $100.00 = $900.00 however, the borrower would still have to repay $1,000.00. Calculates interest rate would be 11.11%, a slightly higher rate of interest than the other two types of interest.  Interest rates vary depending on the type of loan and lending rates. The length of loans impact the interest rate charged to individuals who apply for a loan. Interest rates are usually lower for short-term loans (a year or less) and more for long-term loans (5 or more years).  The degree of risk can also influence the rate the borrower pays for a loan.  The history of interest on money is very interesting. In Biblical times all payments for the use of money were forbidden. During The Middle Ages, it was a sin to charge for the use of money, punishable by being whipped, deprived of possessions and/or even being banished from the church. In 1545, King Henry VIII of England changed his nation's laws to allow some forms of interest to be collected by the loaner. By the 1700s charging interest had become acceptable business practice for the loaning of money.   Resources Links from within the Wessels Living History Farm site. <http://www.livinghistoryfarm.org/farminginthe30s/lrScience06.html>  Direct the students to these pages to learn about the banks and foreclosures.   * [Bank Failures](http://www.livinghistoryfarm.org/farminginthe30s/money_08.html) [http://www.livinghistoryfarm.org/farminginthe30s/money\_08.html] * [Foreclosures](http://www.livinghistoryfarm.org/farminginthe30s/money_09.html) [http://www.livinghistoryfarm.org/farminginthe30s/money\_09.html] * [Penny Auctions](http://www.livinghistoryfarm.org/farminginthe30s/money_10.html) [http://www.livinghistoryfarm.org/farminginthe30s/money\_10.html]   **Problem/Question:**  Compare and contrast simple and compounded interest for the following loan at a rate of 10% over a ten-year period of time for a $10,000.00 loan.   Perform a [KWL](http://www.livinghistoryfarm.org/farminginthe30s/lrResources/lrKWL.pdf) – What We **K**now / What We **W**ant to Know / What we **L**earned – about loans and interest rates in the journal and then compile a class KWL. Click here for a KWL chart example.  Calculate the interest for each type of loan for each year and prepare a graph to show your results. Then explain your results.  Which type of interest would you like to use if you are the borrower? Which type of interest would you like to use if you were the banker? Show all of your calculations for the above problem in your journal.  **Questions:**   1. What are prime interest rates? 2. What are discount interest rates? 3. What are federal fund rates? 4. How are interest rates regulated today? 5. Research the history of interest. 6. Why do interest rates vary? 7. How does inflation impact interest rate? 8. What were the interest rates on loans during the 1930s? 9. What is collateral for a loan? 10. Interview a bank loan officer about loans and report to the class. 11. What is a mortgage? 12. In the 1930s you are going to buy your first tractor and you need to borrow the money. What will the tractor cost and how much interest will you pay over a five-year loan.   Perform a post [KWL](http://www.livinghistoryfarm.org/farminginthe30s/lrResources/lrKWL.pdf) for the journal and then a class KWL. Quick assessment: Ask students to investigate the cost of any tractor they want to buy and calculate a loan on the equipment. What would they pay for the tractor if the loan were for five years? What interest would they pay? How would the interest be calculated?  The 1920s price of a tractor was between $1,000.00 and $2,000.00. But by the middle of the depression, prices had come down, due to better manufacturing and because of deflation. Ask the students to explain why the cost of a tractor would go down and in the process they should explain deflation.  LeRoy Hankel reported in an interview that most tractors sold in 1935 ranged from a Model A for $700.00 to a Model B for a little over $500.00. According to Harvey Pickrel he paid $575.00 for a tractor in 1939. Many times the farmers sold their horses and used the money as a down payment on the tractor.  Students need to locate a picture of tractor they plan to purchase. A general discussion of the selling points for the tractor should be made into a newspaper ad for the tractor.  Research the history of the tractor and record the information in the journal. Expanded Mini Lesson 2: SPECIALS - MUSIC/SCIENCE (I will work with “together” the Music Teacher and assist as needed). Resource: <http://www.livinghistoryfarm.org/farminginthe30s/lrScience08.html>  Students read the narrative: During the Depression and on into World War II, President Franklin D. Roosevelt used the radio for informal talks with Americans. The fireside chats were very popular.  Today the United States still has more radios per person than any other country in the world. We use radios for broadcasting, two-way communications, navigation, remote control, data transmission, medicine, bugs for spies, and radio wave to cook food in microwave ovens.  (Note: If you or your students want to build a simple transmitter it would tie to this unit on sound. And/or you may want to work with the music instructor in your school. The music instructor is an excellent resource individual for this unit.)  All sound is made up of vibrations. A person's voice consists of vibrations of air made from the person's vocal chords. Sound travels through some medium usually air in this case in the form of sound waves. The sound waves reach a person's ear. The person then interprets the soun  **Vibrations** **Question/Problem:**  What are vibrations we can feel and hear?  Perform a [KWL](http://www.livinghistoryfarm.org/farminginthe30s/lrResources/lrKWL.pdf) – What We **K**now / What We **W**ant to Know / What we **L**earned – on sound. How is sound made? How do we know sound is made? Ask students to journal about the terms music and noise. After students make a journal entry compile a class KWL.  Sound surrounds us all the time. The sounds we hear have one thing in common, vibrations. The vibrations cause the air around it to vibrate. The vibration moves outward in all directions in circular wave patterns. The vibrations enter our ears and the brain interprets them as sounds. A 100% hearing loss means you cannot interpret the vibrations thus no sound.  Set up an investigation to test vibrations or try some of the following explorations.  **Question:**  Can you feel the sounds you make? Have the students write a Journal Response.  **Possible Procedure**   1. Softly say the sound "ahh" and then softly the sound "eee". Did you notice the difference in the feel of your mouth and throat? Journal Response. 2. Try it again only this time notice the difference in the position of your tongue? Journal Response. 3. Did you change the shape of your lips? Go ahead try it again or look in a mirror later to observe. Journal Response. 4. Did your nose feel different? Journal Response. 5. Now, place your hand on your throat and say something in a normal tone of voice. Say something in a whisper. Describe all observations in your journal. 6. Next, with your hand on your throat try the following sets of letters. Describe the differences you feel after saying each set.   a. Say "z" then "s". b. Say "b" then "p". c. Say "v" then "f". d. Say "d" then "t".   1. When you feel the sound, do you know what this is called? A speech or language teacher may be a good resource person for the speech patterns. 2. Place your fingers lightly on your lips and say "mmm". What is vibrating? Journal Response. 3. Place your hand on your chest and say "ahh". What is vibrating? Journal Response. 4. Place your hand on the back of your neck and say "ing". What is vibrating? Journal Response. 5. Put your hand on top of your head and say "eee". What is vibrating? Journal Response. 6. Think of some other sounds that you want to explore like the above suggestions. Record observations in the journal. 7. Journal about feeling the sound you make when you speak. Ask students to say, Old McDonald Had A Farm, eey, eey, oh… record the vibrations and feelings they observe. |
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**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

### (Music/Science)

**Discussion**: Whenever a sound is produced something is quivering, throbbing, or vibrating. Such movements are the basis of the sound we hear. It could be a clock ticking, a violin being played or a person speaking on the radio. In order to hear sounds, the vibrating material must move back and forth at least 16 times per second. The vibrating material may be a solid, liquid or gas.

**Journal Response:**

Explain why these notes are reversed in air vs. water. Write what you think happens in the investigation where someone blew bubbles into the water while someone else tapped the bottle.

**Conclusion**: As a celebration, plan a “Oral History Presentation Celebration” open house for family, relatives and friends to go along with the peers in the classroom across the hall. At the open house, the children could talk through their family migration stories (oral history presentations) and share what they have all learned about migration and how it affected what we know now with the visitors. To add a personal touch, snacks could be served on Blue Willow plates (or any fancy antique looking paper plates) or tea could be served in Blue Willow cups/ paper or plastic. As a final closure to this experience, we will have an afternoon with my students class under a tree outside if the weather is nice. It could be a time for snacks, reading, writing, drawing, or just telling stories of what has been learned.

**Homework: None**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| **Miki Burns**  **Johnny Lately**  **Larry King** | Miki, Johnny and Larry are all assessed as ESL students (English as a Second Language). They have been identified due to not speaking English until they *all* started the 3rd grade (3 years of learning English for Miki considering she was held back in the 4th grade; 2 years for the other two students). They have difficulty reading and writing text and are currently between the 2nd and 3rd grade reading levels. The school is assessing whether or not to place them in a special education tag so that they will receive additional one-on-one assistance on their reading and writing abilities 2 hrs each day. | In this lesson considering there will be writing and reading, when the students are asked to read books and internet web pages (resource information) as to take notes and answer the question “why” people migrate, The teacher (possibility a substitute) offers or provides supported reading for the students (e.g. reading buddies, taped portions of the text, highlighted texts, graphic organizers for distilling text, double entry journals, read-alouds) Also, when key vocabulary is introduced, the teacher provides key word lists with simple definitions and icons or illustrations for the English language learners. |
| **Jake Cane** | Jake has been semi-blind since birth. He can see slightly (colors and shapes) and has been identified as a student who needs assistance in the classroom. He is very intelligent yet lacks proper eyesight to see clearly. | The teacher (school in this case) will make all efforts to have **Braille** reading books that deal with migration (at least 2 – if at all possible) The books take 3 weeks to arrive and were ordered by the school from <http://www.braillebookstore.com> Also, for any and all math solutions, an abacus is modified for use by blind students. The Assistant Specials Teacher has already provided instruction on the abacus in conjunction with math for the past 2 years that Jake has attended school. These Accommodations have always been made readily available to Jake and will continue throughout this lesson Unit. Jake has a person assistant as well to support him with taking the notes and records the text for him to listen to at night as part of his homework. Jake sits towards the front of the class since he is in a wheelchair and he feels more comfortable in the front so that he can hear well. Jake will give his presentation sitting down in a large easychair in the front of the class. |
| **Arnold Sworzinfear** | Arnold has extreme agitation, filled with tension and dread. He has panic attacks that cause him to sweat profusely and cover his ears and scream at times. He feels threatened by ghosts and usually also shivers uncontrollably when the panic attacks take over. Other symptoms are:   * Shallow breathing and hyperventilation * Shaking or trembling * Pounding heartbeat or sweating * Stomach ache, diarrhea or vomiting * Rush of adrenaline * Extreme agitation * Avoidance of situations * Crying * Anger or shame * Hives, rashes or skin problems. * Fatigue, problems falling asleep or difficulty getting back to sleep. * Loss of concentration   He has been having the panic attacks for over a year and is dealing with it much better. He is not on any medication at the moment but does need to modify his school day which was achieved 4 months ago through a 504 plan. | **REMOVED FROM CLASS** |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?